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ABSTRACT

This descriptive report focuses on Milwaukee Area Technical College's Crossover Program, which was designed to help students who have demonstrated a low level of academic preparedness on their admissions placement test to improve their basic academic skills and choose a realistic program of study. The first sections of the report describe the Crossover Program, focusing on objectives; admissions procedures; the curriculum, which includes courses in communication skills, reading and study techniques, mathematics, and social studies; orientation; attendance and tardiness policy; and requirements for the successful completion of the program. The next section offers an evaluation of the program, including a profile of the academic and personal characteristics of the 534 students who entered the program in fall 1985; statistics on retention and on attrition by race for the 440 students in the program in fall 1984; results of a follow-up of 122 spring 1986 Crossover students which looked at students' majors, persistence rates, and grade point averages; and program enrollment data for 1981-82 to 1985-86. Finally, a series of recommendations concerning the program are presented. The agenda for the student orientation is appended. (RO)

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THE CROSSOVER PROGRAM

MILWAUKEE AREA TECHNICAL COLLEGE
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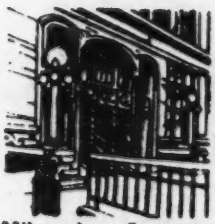
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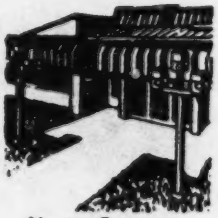
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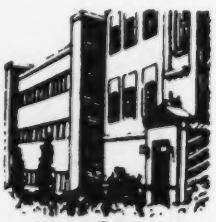
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MILWAUKEE AREA TECHNICAL COLLEGE

THE CROSSOVER PROGRAM

Prepared by

L. Michels, Crossover Coordinator

1986

This report is a summary of several reports prepared by L. Michels during the 1985-86 school year.

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OVERVIEW

INTRODUCTION

The Crossover Program is maintained at the Milwaukee Area Technical College to help students improve their basic academic skills. The program is intended for students who have demonstrated a low level of academic preparedness and who will have difficulty performing at an academic level necessary to complete an Associate Degree program at MATC.

ADMISSIONS PROCEDURE

Prospective students applying for admission to an Associate Degree program at MATC are required to take the ASSET test. Students scoring between 13 and 19 on the ASSET test and who have less than a 2.0 high school grade point average or less than a score of 250 on a GED test are referred to the Crossover Program. Students scoring below 13 are referred to Adult Basic Education.

The Crossover counselor has first contact with the students at a new student orientation. The students write a paragraph at this time. Using the results of the ASSET test and the writing sample, the Counselor assigns students to classes.

CURRICULUM

Crossover maintains a single program of courses intended to help students be sucessful in an Associate Degree program. At one time seperate Pre-Health and Pre-Technical programs were maintained by Crossover but these were discontinued in 1982 and 1983.

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Students take courses in Communication Skills, Reading and Study Techniques, Mathematics and Social Studies. The courses exist at different levels designed to match the entering academic skill levels of the students. A student may spend one to two semesters in Crossover depending on the success a student has at completing program objectives.

ORIENTATION

An orientation class is held by the Crossover Coordinator who is also the advisor for all Crossover students. The Coordinator is assisted by the Crossover Counselor in presenting discussions on student motivation, career choices and future program planning. The Coordinator and Counselor also give support to students who are having academic problems and referral is made to other Counseling programs for students needing such help.

SUCCESSFUL COMPLETION OF THE PROGRAM

A student must complete all credits taken with a "C" average to be successful. The majority of students who successfully complete the program enter an Associate Degree program at MATC. A few choose a Diploma or Certificate program or transfer to the College Parallel program. An unsuccessful student may reenter Crossover in the following semester or choose a Diploma or Certificate program.

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PROGRAM DESCRIPTION

Introduction

Students whose high school performance and entrance tests indicate a lack of basic academic skills are required to complete the Crossover Program. The program, through academic work and counseling, helps the students become better informed about their abilities and chances of success in college. Career counseling is given to help the students realistically relate their level of performance with their career goals.

Objectives

1. The program will help students gain the basic skills needed to be successful in a college level program.
2. Students wll be given career counseling so that they may choose a realistic program of study when they leave Crossover.

Curriculum

Students entering the program will be given evaluation tests in mathematics, reading, and English. These tests will be used to place students in the type of course they need. The first semester curriculum is as follows:

1. Reading (191 or 192) - 3 credits
2. English (151 or 191) - 3 credits
3. Psychology of Human Relations 151 - 3 credits
4. Mathematics (190 or 191) - 3 credits

Total - 12 credits

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Attendance and Tardiness Policy

1. A student who is continuously absent for one more time than the class meets per week will be dropped from the course.
2. A student who is absent or tardy many times and has difficulty doing the course work because of being absent or tardy will be dropped from the course.
3. When possible, students should notify the instructor in advance that they will be absent or tardy, and request assignments in advance.
4. Students who are returning from a period of absenteeism must take the initiative in learning what work they have missed. This must not be done in a manner that will disrupt the class.

Successful Completion of the Crossover Program

1. A student must complete all 12 credits with a "C" average or better.
2. A student who does not complete 12 credits or has completed 12 credits but does not have a "C" average or better must take a second semester with Crossover or enter a non-college level program.
3. A student who takes a second semester of the Crossover Program and completes all 12 credits with a "C" average or better may enter a college level program.
4. Students may earn grades of "A", "B", "C", "D", "U" or "W" in Crossover. A grade of "W" can be requested up to the last day of classes.
5. Students who complete the Crossover Program will not automatically be placed in a college level program. Some of these programs have waiting lists and Crossover students must take their place on these lists the same as all other students.

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EVALUATION STUDY

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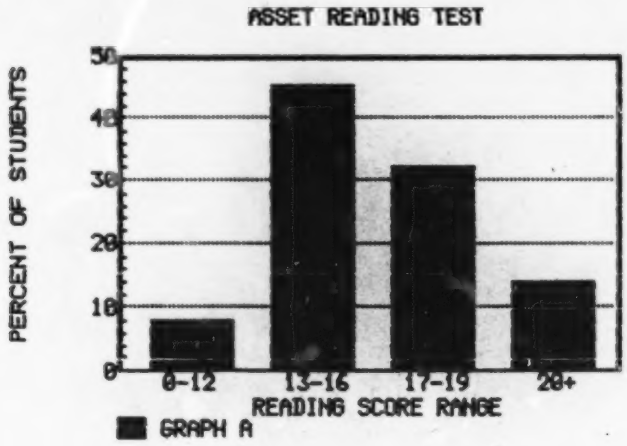
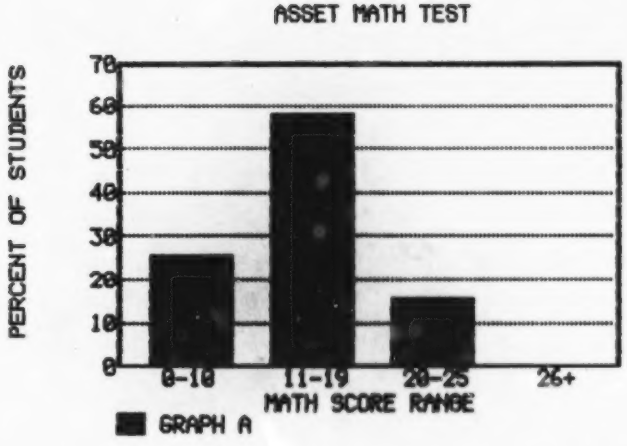
A PROFILE OF STUDENT ACADEMIC AND PERSONAL CHARACTERISTICS

The 534 students who entered the Crossover Program in the fall of 1985 on the Milwaukee campus were used in this study.





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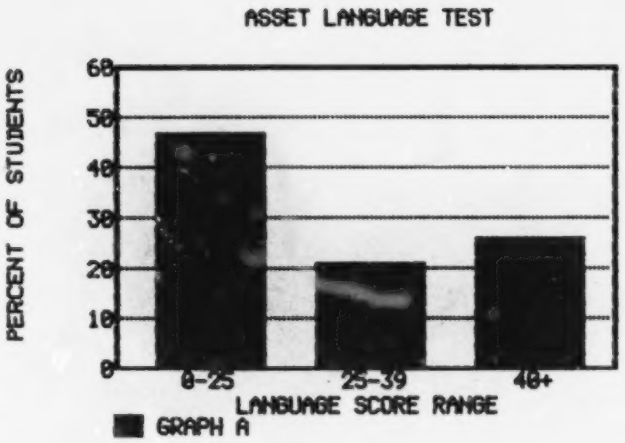

Percent and Number of Students Placed in Each Reading Course	Fall 1984	Fall 1985
Essentials For Reading (191)	52% (229)	53% (283)
Reading and Study Techniques (192)	48% (211)	47% (251)

Percent and Number of Students Placed in Each Math Course	Fall 1984	Fall 1985
Math Workshop (Math 190)	90% (396)	82% (438)
Elements of Beginning Algebra (Math 191)	10% (49)	18% (96)

Percent and Number of Students Placed in Each English Course	Fall 1984	Fall 1985
Basic Writing Skills (Eng 191)	72% (317)	68% 363)
Communication Skills 1 (Eng 151)	28% (123)	32% (171)

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A PROFILE OF STUDENT PERSONAL CHARACTERISTICS

The Percent and Number of Each Sex	Fall 1984	Fall 1985
Female	55% (238)	59% (317)
Male	45% (193)	41% (217)

The Average Age of Students in the General Program	Fall 1984	Fall 1985
	25.2	25.4

Percent and Number of Students of Each Race	Fall 1984	Fall 1985
Black	59% (261)	65% (346)
White	29% (128)	23% (120)
Hispanic	5% (22)	4% (21)
Amer. Indian	3% (12)	4% (20)
Asian	2% (8)	1% (8)
Total Minority	69% (293)	74% (395)

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STUDENT PERFORMANCE WHILE IN THE CROSSOVER PROGRAM

The following study was performed on the 440 students who where enrolled in the fall 1984 Crossover Program.

Attrition Rate -Fall 1984

Percent of students completing the semester	76%(334)
Percent of students who dropped	24%(106)
Average attrition rate in past semesters	23%

Attrition Rate by Race-Fall 1984

Race	Number in Program	Number Who Dropped	Attrition Rate
Black	261	63	24%
White	128	28	22%
Hispanic	22	5	22%
Amer. Indian	12	4	30%
Asian	8	0	0%

Mean Grade Point Average For All Students Who Completed the Fall 1984 Semester 1.92

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A FOLLOW UP STUDY OF STUDENTS AFTER LEAVING THE CROSSOVER PROGRAM

A survey was conducted to determine which programs Crossover students have transfered to upon leaving Crossover. A sample of 122 students who attended the spring 1986 semester was used.

MAJOR DIVISION (Assoc. Deg.)	NUMBER OF STUDENTS	PERCENT OF STUDENTS
Business	49	40
Health Occupations	20	16
Service Occupations	18	15
Technical	9	7
General Education	5	4
Home Economics	5	4
Graphic Arts	4	3
Telecasting	3	2
Diploma Programs (Non-Degree)	9	7

A break down of programs in each major division follows.

BUSINESS DIVISION	Number Of Students
Admin. Asst-Secretarial	9
Business Mid-Managmemt	9
Accounting	9
Business Data Process.	8
Marketing Managment	3
Fashion Merchandising	3
Legal Secretary	2
Legal Assistant	2
Retail Managment	1
Banking/Financial Services	1
Real Estate	1

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HEALTH OCCUPATIONS	
R N Nursing	14
Physical Therpist Asst.	4
Dental Hygiene	1
Medical Lab Tech.	1
SERVICE OCCUPATIONS	
Human Services	9
Police Science	5
Funeral Service	2
Rest/Hotel Cooking	2
TECHNICAL	
Computer Science	6
Public Works Tech.	1
Industrial Engineering Tech.	1
Air Cond/Refrigeration Tech.	1
GENERAL EDUCATION	
College Parallel	5
Occupational Music	2
HOME ECONOMICS	
Child Care/Dev	3
Dietetic Tech.	1
Housekeeping Managment	1
GRAPHIC ARTS	
Printing/Publishing Operations	2
Commercial Art	1
Photography	1
TELEVSION	
Telecasting	3
DIPLOMA PROGRAMS	
Operating Room Asst	3
Cosmetology	2
Electricity	1
Data Processing	1
Barbering	1
Jewelery Service/Sales	1

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Crossover students, after leaving Crossover, are compared with non-Crossover students in terms of attrition rates and grade point averages. The Crossover students entered MATC in the fall of 1981 and the non-Crossover students entered MATC in the fall of 1982. The study shows the percent of students who have graduated or are still in school in the spring of 1984 and the mean cummulative grade point average for each group.

	Percent in School Spring 1984	Mean Cummulative GPA
Crossover	38%	2.31
Non-Crossover	27%	2.88

ENROLLMENT REPORT

The following data show the enrollment numbers for the Crossover Program on the Mulwaukee Campus for the last five years. Graphs of the data follow.

Year	Fall Semester	Spring Semester
1981-1982	477	459
1982-1983	472	331
1983-1984	445	371
1984-1985	440	475
1985-1986	534	432

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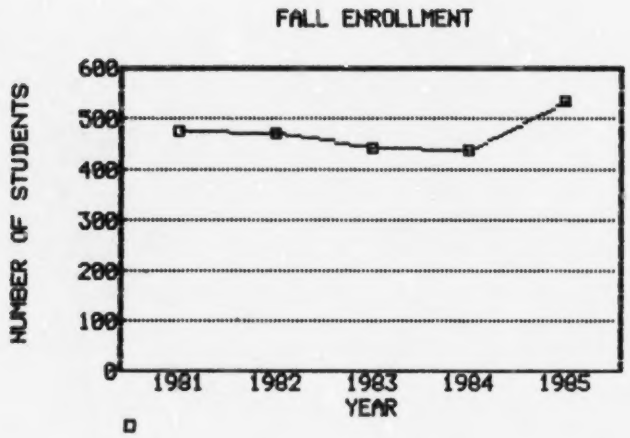

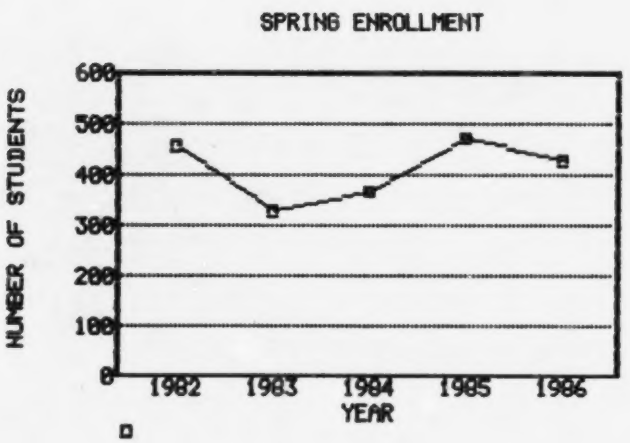

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The enrollment data for the regional districts is tabulated below. The data is for the fall semester only and shows the number of students on each campus.

Year	South Campus	North Campus	West Campus
1982	51	31	34
1983	27	21	30
1984	28	27	22
1985	42	24	42

RECOMMENDATIONS

A. The Crossover Program should be viewed as a preparatory program for college level courses. Students who have very low academic skill levels should be required to enter a less structured open-ended remedial training program.

B. The present structure of the Crossover Program should be maintained. Students entering college level programs must not only have academic competency but must also have study skills. The student must learn to function in courses that have very strict scheduling of assignments. The present Crossover Orientation and most Crossover courses emphasize study techniques, attendance and punctuality.

C. Competency testing of students should occur before students are sent to Crossover and after they have completed Crossover.

D. There is a need for better coordination between Crossover and other remedial/developmental basic skills instructors in all departments and divisions. It should be easy to simultaneously program students into Associate Degree and Basic Education courses.

E. A realistic appraisal of the academic skills needed in the various programs at MATC should be undertaken. It would be easier to set competency levels for students if it is known what skills they will need.

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F. Instructors should be given inservice training in developmental education. Instructors and particularly call staff are now placed in developmental courses without knowing what to expect or how to proceed.

G. Call staff and instructors new to developmental education should work with an experienced lead teacher in each academic area.

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MILWAUKEE AREA TECHNICAL COLLEGE

Crossover Program

Orientation

September 1986

Prepared By: L. Michels

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Session 1 - Introduction to the Crossover orientation class

Topics:

A. Information on the Crossover staff

1. Counselor

2. Advisor

3. Aide

B. Format of the Crossover orientation sessions

1. Dates of the session

2. Attendance recording procedures

3. Topic of each session

C. The reasons for placement in the Crossover Program

1. Previous academic record

2. Scores on math, English, and reading evaluation tests

D. The student's goal in the program

1. Improve basic academic skills

2. Learn study habits

3. Develop self motivation

Session 2 - Discussion of the Crossover Program

Topics:

A. Curriculum of the Crossover Program

1. Courses are at levels that match the students present academic skill level

2. Credits earned in Crossover can be used as prerequisites or electives in future programs

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B. MATC attendance procedures

1. Long-term absenteeism

2. Intermittent absenteeism

3. Tardiness

4. Make-up work

C. Successful completion of the program

1. Repeating courses

2. Alternatives for people who do not complete the program successfully

3. Required number of credits and grade point average

4. Qualifications necessary for entering Associate Degree programs

Session 3 - Career Counseling

Topics:

A. General job categories

1. Technical occupations

2. Service occupations

B. Types of programs at MATC

1. Associate Degree

2. Certificate - Diploma

C. The academic divisions at MATC and the programs within each division

1. Business

2. Graphic Arts

3. Service and Health

4. Technical and Industrial

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5. General Eduation Division

a. Associate Degree in General Education

b. College parallel courses

Session 4 - Application for future programs at MATC

Topics:

A. Information on programs

1. Starting date

2. Prerequisites

3. Waiting lists and lotteries

B. Complete application form in class

Session 5 - Mid-term grades

Topics:

A. Meaning of information on grade reports

1. Grade point average

2. Grading system including withdrawl and incomplete

B. Self-evaluation

1. Evaluate goals looking at performance to date

2. Seek counseling if grade point average is less than 2.0

C. Give out mid-term grades in class

Session 6 - Program planning for the next semester

Topics:

A. Course selections for the next semester using mid-term grades and career sheet

B. Fill out planning folders in class

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